

"The Groves were God's First Temples" ARBOR DAY.

→ MAY 6,

1892. ←



STATE OF NEW YORK.

Department of Public Instruction,

SUPERINTENDENT'S OFFICE,

Albany, March 1, 1892.

To SCHOOL OFFICERS, TEACHERS AND FRIENDS OF EDUCATION:

New York was behind many States in making provision for the celebration of Arbor Day, but the interest and enthusiasm of school officers, teachers and pupils have now placed her in the foremost rank among those Commonwealths which seek in this way to stimulate patriotism and to emphasize the importance of pleasant and attractive surroundings.

In 1889, 5,681 school districts observed Arbor Day, and 24,166 trees were planted. In 1890, 8,106 school districts participated, and 27,130 trees were planted. In 1891, 8,956 school districts celebrated the day, and 25,786 trees were planted.

Interest in Arbor Day has been greatly stimulated during the past two years by the prizes offered by Mr. William A. Wadsworth of Geneseo for the best kept district school grounds. In 1890, the first prize of \$100 was awarded to school district No. 12, of the town of Columbus, Chenango county, and the second prize of \$50 to school district No. 11, of the town of Watervliet, Albany county. In 1891, the first prize was awarded to school district No. 6, of the town of New Windsor, Orange county, and the second prize to school district No. 1, of the town of Manheim, Herkimer county.

The Maple was chosen as the State tree by a vote of those who participated in the Arbor Day exercises in 1889. A vote was taken in the same manner in 1890 for a State flower. As there was no majority for any single flower, a second vote was taken in 1891, the choice being confined to the Rose and Golden rod, the two leading candidates of 1890. This second contest resulted in a victory for the Rose by a majority of 88,414.

During the Arbor Day exercises in 1891, the teachers of the State were requested to vote for the best American poem on nature or trees. More than half of the total number of votes cast was in favor of Bryant's Forest Hymn, which had a clear majority of 156. Bryant's Thanatopsis was the second choice.

The Department circulars issued in 1889, 1890 and 1891 contained very full suggestions for the observance of Arbor Day. These circulars were reprinted in the reports of the Superintendent of Public Instruction, copies of which were sent to each school district in the State. It is not necessary, therefore, to repeat the suggestions here.

The fact that this is the four hundredth anniversary of the discovery of America should be emphasized in our Arbor Day exercises in 1892. Efforts should be made to arouse enthusiasm for the national public school celebration of this anniversary, October 12, 1892. To insure general circulation, information relative to the observance of this great day is printed on the last page of this circular.

With the hope that Arbor Day in 1892 will be observed more generally and with greater enthusiasm than ever before, I am

Respectfully yours,

A. S. Draper

State Superintendent.

— ARBOR DAY - 1892. —

SUPERINTENDENT'S LETTER TO THE PUPILS IN THE SCHOOLS OF NEW YORK.

STATE OF NEW YORK.

Department of Public Instruction,

SUPERINTENDENT'S OFFICE,

Albany, March 1, 1892.

MY DEAR YOUNG FRIENDS OF THE EMPIRE STATE

The first spring songs of the birds and the breezes which bring a vision of summer remind us that Arbor Day is near at hand. I am prompted to say a few words to you touching a festival which your efforts have made very pleasant. It is not often that one has the privilege of speaking to one million children at once. In fact my voice would not reach you all, were I to attempt to address you in a body. I shall speak, therefore, through your teachers, thanking you for what you have done to make the observance of Arbor Day successful, and encouraging you to redouble your efforts for the future.

Four hundred years ago the great State of New York was thickly covered with forests which had stood since the creation of the world, for even before Adam saw the light of day we are told that "the earth had brought forth the tree, yielding fruit whose seed was in itself after his kind." When Columbus came to America, just four centuries ago, a war, the like of which was seldom seen, commenced against the grand old monarchs of the forest. Millions of the trees which had reared their proud heads for centuries were cut down to clear the land for settlement, to build the homes of our fathers, to furnish material for fuel, tools, ships, carriages and a thousand other things. During these four centuries the public paid little attention to the uses of trees for shade and for beauty and for the protection they afford to the sources of rivers. Now comes an awakening. Rivers and streams are drying up, and the barrenness of portions of the State from which all timber has been removed begins to cause alarm.

Twenty years ago Nebraska took the lead of her sister States in observing Arbor Day. A quarter of a century ago four hundred million trees have been planted there, and still the good work goes on. Other States followed the example of Nebraska, and in 1888, when Arbor Day was established in New York, thirty-four States and two Territories had adopted the festival. You see, therefore, children, that no trees are no longer without protection in this war which has been raging against them. Millions of school children within the past few years have joined issue in their behalf, and their chances for life are greatly improved.

In the old days our fathers seemed to think that the Birch was the only tree which should play an important part in our education. They used to say something about spoiling the child by sparing the rod. To-day these views, which were more or less shocking, according to the gravity of the offense, have almost entirely disappeared. We have no unpleasant associations with trees and we joyfully lay aside our school books to heed the teachings written in the marvelous book of nature.

Let us give special honor this year to the Maple, which is your choice as our State tree. Thousands of miles from New York, in Japan, there is an annual holiday excursion to see this tree in the

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glory of autumn colors. It is scarcely less beautiful at this time when the birds are choosing its branches for their nests in preference to those of all other trees. Let us guard the chosen tree of the Empire State, and give it the care due to its exalted position. Let us see to it that at least one Maple be planted each year in every district, and that it be dedicated to some patriot whose name is on the roll of honor of the State or of the Nation. Let us commit to memory at the same time great thoughts of the one whose fame we seek to perpetuate. For example, if we dedicate the tree to Lincoln, let us learn by heart for all time his great speech at Gettysburg. Such thoughts recall the glorious heritage which should make us all true patriots.

The old European custom of celebrating the beginning of spring and other festivals by setting up green boughs led us at the time of the Revolution to plant Poplars and other trees as the emblem of growing liberty. This example was followed during the French Revolution by our cousins across the sea.

You will agree with me, children, in the firm conviction that we should never forget this custom which was established here in the days when our fathers fought and bled for freedom. Let us surround our homes, our schools and other public buildings with a variety of trees whose shadows will fall on the soil of the greatest State in the freest and grandest land the world has ever seen.

You will be surprised in studying the history of the world to find how many times trees and flowers have figured in important events. In the observance of Arbor Day in 1892 I would have you notice particularly the trees which have become famous in the history of our own country. Learn to recognize by sight the descendants of as many of those trees as possible. Study their names and particular uses. Look upon them as friends. If you can plant members of these families of trees, you will have the best opportunity to observe them, and you will be constantly reminded of the stories which made their ancestors famous. But plant only those trees which will have a due require for growth. Be careful in choosing your tree-friends. They will keep the sun off you as long as they live. You will always know where to find them and this is more than can be said of some of your human friends. They witness all the changes which take place around them as they grow old, become historic monuments.

The Connecticut Grange has begun an interesting work in preserving records of noted and historic State trees. Let us see if we cannot do something in this way to perpetuate the memory of our great groves of trees. Look out for the oldest, largest and most picturesque trees in your neighborhood. Measure the circumference of these trees, find out all you can relating to them, and then send me the story by mail. No doubt many of the facts you give would be of general interest, and some of them may be printed in the Arbor Day circular for 1893.

But the planting of trees is not the only benefit derived from the observance of Arbor Day. "The groves were God's first temples" and their beauty depended on flowers and other beauties as well as on trees. We must not overlook this fact in our Arbor Day exercises. The Rose is your choice for State flower, and she should play an important part in the festival. Find as many other flowers as you can to add beauty to the day. Learn a poem which describes some of nature's marvels, or write an essay on something which interests you in the outdoor world.

With best wishes for your enjoyment of Arbor Day in 1892, and trusting that you will learn some new lessons from the book of nature, I am

Very sincerely yours,



State Superintendent.

Our national emblem is more enduring than that of France, England, Ireland or Scotland.

The Lily shall bend and its leaves shall fade;
The Rose from its stem shall sever;
The Shamrock and Thistle shall fall away;
But the Stars shall shine forever.

THE STATE TREE.



"Long live the Maple, grand and great!
Proud emblem tree of the Empire State."

MRS. B. C. RUEZ.

Sixty or seventy species of maples are known to botanists, half of them in China and Japan, which may be considered the head-quarters of the genus. They are noted for their brilliant autumn colors, and in Japan there is an annual holiday excursion to see the colorful glow. The Sycamore Maple is the most beautiful of European maples; but it is short-lived here. The Norway Maple is another European tree which thrives here well in localities near the ocean. The Norway Maple is a tree in rocky hill-sides, and in the north it is a low, spreading shrub. Farther south becomes a beautiful small tree. The Striped or Moose Maple comes next. Little more than a bush in New England, in the Big South it becomes a tree forty feet high. The Broad-leaved Maple is one of the most beautiful, durable trees of the Pacific Coast where it attains a height of one hundred feet. Its bark is tinged with red, and its broad leaves, often two feet in diameter, turn to bright orange in Oregon before they fall. There are a few specimens of this tree in New York. The Vine Maple, which covers acres in Washington and Oregon with a impenetrable thicket, is one of the finest maples which we have seen in the east.

Next in botanical sequence comes the Sugar Maple, one of the best known of our native trees. When young it is somewhat like a birchling, but it attains a fine, clear, upright, and branched habit when in deep soil with a dignified and stately appearance. The Silver Maple is considerably larger in the field, and reaches a height of one hundred feet. In the valleys of the West it sometimes exceeds it in dignity of carriage and size of branches. The leaves are large, broad, and turn to rich autumn tints, added to its noble proportions, make the Sugar Maple one of the most popular and beautiful of our broad-leaved trees. Some of the most effective scenes in our country-side are produced by this tree in the early part of the century. It is also a very valuable tree for its fine, strong, and close-grained wood. The Silver Maple is one of our common street trees, and as it is easily transplanted and has a weak appearance, and its brittle branches are easily broken. But when seen at a distance, growing on a plain, or on banks or in low valleys, it is a majestic tree, rising to a height of seventy-five feet, with a trunk four feet in diameter. As a rule this trunk divides into three or four stout limbs which continue to grow for a considerable distance, and ultimately separate into many slender limbs which bear the branches. The bark is reddish-brown. The leaves are borne on long, slender petioles, and the fibers of the veins are visible. The petioles alternate, fleshes into view and disappears as they quiver in the slightest breeze. It is a slow-growing tree, but it should never be planted except in deep, rich, moist meadow land, or along the banks of streams or lakes. The Red Maple is a worthy companion of the two last named, and the three species are so abundant in the eastern States that they form a striking feature of our forest vegetation. The Red Maple naturally occurs in swamps, but it will thrive well in uplands, and it is one of the best of ornamental trees for parks and other grounds wherever it has room to spread. It is conspicuous in early spring for its brilliant red fruit and for its bright foliage in early autumn, when it is one of the first of our forest trees to kindle into scarlet.

CHARLES SPRAGUE Sargent.

—ARBOR DAY—1892.—

THE STATE FLOWER.



Rose! thou art the sweetest flower
That ever drank the amber shower;
Rose! thou art the fondest child
Of dimpled Spring, the wood-nymph wild!
Even the gods who walk the sky

Are amorous of thy scented sigh;
Cupid, too, in Paphian shades,
His hair with rosy fillet braids,
Then bring me showers of Roses, bring,
And shed them round me while I sing.

—*Moore's Odes of Anacreon*

RECAPITULATION OF FINAL VOTE FOR STATE FLOWER.

	Rose.	Golden Rod.	Total
* One hundred thirteen school commissioner districts	142, 36	53,340	
† Thirty-two cities	151,012	1,568	
Seven normal schools	1,000	1,371	
Two Indian reservations	74	27	
Miscellaneous	374	27	
 Total	 294, 16	 4,228	 338,244
Rose over Golden Rod			

* All commissioner districts but one — First Allegany.

† No vote taken in Troy.

THE TREE PARTY.

We had a fine party last night on the lawn;
All the trees and the flowers were invited,
It never broke up till the first peep of dawn,
And the guests went away quite delighted.

The Maple and Pine gave this banquet so fine,
Spread out in the moonlight before us;
The music was planned by a whippoorwill band
With a cricket and katydid chorus.

The jolliest set in the garden had met;
Not a scoffer was there nor a mourner,
Except a rude thorn whom they treated with scorn,
As he grumbled away in his corner.

The loveliest costumes were emerald green,
With dewdrops for jewels resplendent;
But the stately Rose Queen all in scarlet was seen,
And in purple her Lilac attendant.

Now the Oak is a hundred years old at the ball,
And very exalted his station;
And so on this midsummer night it befell
That they gave him a royal ovation.

With a dignified grace he arose in his place
And thanked all his neighbors polite;
Described the rough ways of his pioneer days
And the hardships recalled now so lately.

Then all the night long there was laughter and song,
In a language the trees comprehended,
Until daylight fell strong on the mirthmaking throng,
And the famous tree party was ended.

A. L. SHATTUCK

ARBOR DAY—1892

ARBOR DAY HYMN.

Air, "My Maryland".

Now join we all in gladsome song.
This Arbor Day, glad Arbor Day;
And lift a chorus sweet and strong
To hail the balmy month of May.
The birds are singing in the trees,
The flowers are springing at our feet,
And sunshine tempts every breeze.
This Arbor Day, glad Arbor Day.

Nature fair, bring to me
This Arbor Day, glad Arbor Day,
Rich nature, who with hand so free
Hath lavished beauties in our way,
God give us eyes thy works to see
God give us hearts that know,
And souls that feel thy harmony,
This Arbor Day, glad Arbor Day.

VERMONT

AN ACT TO ENCOURAGE ARBORICULTURE.

Chapter 197

April 1960

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GOLD MEDAL NOT AWARDED.

PATRIOTISM.

... ten years ago our fathers struggled through a hard conflict to secure the freedom that all men are created equal. The struggle was long and arduous, but so conceived and so dedicated that finally victory came to those who were contending for the right. We have now a glorious field of freedom, and we fear not that we may fall into disrepute by failing to make it wider and deeper than we found it. This is the great cause of the world, and no man can estimate how much we cannot hallow this ground. The brave men who fought here far outnumber us, and their names are not long remembered. They have died here. It is for us, the living, rather to be dedicated here to the unfinished work which they have so nobly advanced. It is rather for us to be here dedicated to the cause which they have truly ideal, we make increased devotion to that cause for which they gave the last full measure of devotion, that the nation shall have lived in justice and freedom, and the glory of the people, by the power and the favor of God.

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— ARBOR DAY — 1892. —

Specimen Programs of Arbor Day Exercises in New York in 1891:

1. ONEONTA NORMAL SCHOOL.

Music—"America," - Chorus.
Reading of Arbor Day Enactment and Superintendent Draper's Circular Letter.
Scripture Reading and Prayer, -
Music—"Star Spangled Banner," - Chorus.
Recitation May Day Poem and Salutatory, -----
Music—"Arbor Day Ode," -----
Reading—Blessings in Trees," -----
Music—"Der Sommer," - Primary Chorus.
Recitation—"The Tree's Secret," -----
Essays—Historic Trees,
Music—"Sweet Spring is Returning," Ladies' Chorus.
Quotations on Trees and Flowers, Normal Dep't.

Music—"May Day," - Intermediate Semi-Chorus.
Quotations on May, - Intermediate Department.
Music—"Where do all the Daisies go?" Primary Trio.
Quotations on the Weather, Primary Department.
Recitation—"Growth of the Legend," (Lowell), -----
Recitation—"Singing Leaves," (Lowell), -----
Music—"Blue Birds," - Primary Semi-Chorus.
Recitations—"The Rose," -----
"The Golden Rod," -----
Music—"May Song," - Normal Chorus.
Planting of Trees and Vines.
Dedication of Trees.
Music.

2. OSWEGO NORMAL SCHOOL. (EXTRACT.)

A CLASS.

Planting Tree.
Poem—"To the Maple," -----

B CLASS.

Planting Tree.
Reading—"The Blushing Maple Tree," -----
March.

AD. C CLASS.

Planting Tree.
Reading—"Sugar Maple Camp," -----
Chorus—"The Green Grass."

AD. D CLASS.

Planting Tree.
Chorus—"The Spring Song."
First Speech of the Tree. By a member of the Class.

EL. C CLASS.

Planting Tree.
Poem—"The Day we Celebrate,"
Chorus—"The Tree Song."

EL. D CLASS.

Planting Tree.
Poem—"The Mission of a Dewdrop," -----
Chorus—"Welcome to Arbor Day."
Essay—"The Maple Tree," -----

KINTERGARTEN.

Planting Tree.
Reading—"The Birch Tree," -----
Chorus—"Little Maid and Little Tree."

FACULTY.

Planting Tree.
GENERAL EXERCISE.
Tasting the sweets of the State Tree.

3. WOLCOTT UNION SCHOOL.

Opening Address, By a member of the 7th Grade.
Recitation—"The Old Wood," By a member of
the 8th Grade.
Music—"Welcome to Arbor Day," - Quartette.
Essay—"Voices from the Forest," By a member of
the 9th Grade.
Declamations—Historic Trees, By members of
the 10th Grade.
Essays—Thoughts on Trees, By members of
the 11th Grade.
Music—"Silver Waves," By a member of the 11th Grade.
Five Minute Addresses by Representative Citizens. Subjects:
Doing for Others;
The Opening Spring;
Origin of Arbor Day;

Arbor Day;
Effects of Forests on our Strands;
Trees We Know and Read About;
Influence of Trees,
Tree Culture in Other Lands;
Forest Memories;
Tree Slavery;
The State Tree;
The State Flower;
Tree Study;
Arbor Day a Means of Developing Good Citizenship.
These addresses may be interspersed with appropriate music.
Music—"The Old Mountain Tree."
Planting and Dedicating Trees.
Music—"America," - By School and Audience.

— ARBOR DAY — 1892. —

Specimen Program of Arbor Day Exercises in Connecticut.

1. A short "History of Arbor Day," by some of the young members
2. "What we have accomplished to-day." Short report from every member present.
3. "Best list of ornamental plants and shrubs, and care of same for small home grounds."
4. "Plan for the home acre, with list of trees, plants and shrubs for same. When and how to plant them."
5. "Nut-bearing trees. Propagation and care of same."
6. "Shade trees for the highway. Best ten varieties; give botanical as well as common names."
7. "The varieties of trees on our farm, common and botanical names. Reports from at least three of 'the boys.'
8. "Varieties of trees in the highway between home and the Grange Hall." Reports expected from three or more members living a mile or more away.
9. "Best grasses for a shady lawn; also, those for a sunny lawn."
10. "Walks and drives about house and barns. How to make them, and material to be used."
11. "What fruit trees and plants can be used for ornamental purposes, and how shall we do it?"
12. "School grounds. What they are and what they should be."
13. "The back side of the other fellow's barn."
14. "The family wood supply, and how my neighbors handle it."
15. "Trimming fruit trees."
16. "Profitable tree planting."
17. "Hardy roses and their culture."
18. "The front fence and what shall we do with it?"
19. "Lawn-mowers and more lawn."
20. "Some hints to the men that work the highways and are continually 'ripping up' things"
21. "What shall we do with all the signs that are nailed to our beautiful trees?"

NATIONAL COLUMBUS PUBLIC SCHOOL CELEBRATION, OCTOBER 12, 1892.

The four hundredth anniversary of the discovery of America will be the most important of the centennial observances through which we have passed. It will be marked in Chicago by the dedication of the Columbian Exposition grounds, and it should be celebrated everywhere in this country by exercises befitting the occasion.

To the public schools this day presents a great opportunity. It is in their power to make themselves the centers of all local demonstrations.

This idea was first proposed in January, 1891, by "The Youth's Companion." Teachers generally were invited to present the plan to their pupils, and thousands of enthusiastic letters were received in response to the proposal.

The matter was afterward taken up by the World's Congress Auxiliary of the Columbian Exposition. This commission issued a manifesto calling on all the people of the United States to observe the day in their own localities, and suggesting that, as far as possible, the leadership in the local observances be given to the public schools.

The Department of Superintendence of the National Educational Association, at its annual meeting in February, 1892, unanimously indorsed the proposal and assumed charge of the movement. The State Superintendents were appointed as a general committee to lead the celebration in their several States, and an executive committee was named to prepare a program for use in every common school in the Republic. This program will be published in due season, with full suggestions for the conduct of the celebration.

The striking fitness of such a public school demonstration will appeal to every patriotic teacher. It may be used to give a valuable lesson in intelligent patriotism to the thirteen millions of pupils in the public schools of the United States. These pupils may be made to feel that they form a great army, disciplined for the duties of citizenship, and under training to meet the momentous public issues of the coming century.

The Empire State should take a leading part in this celebration. Let every superintendent and teacher begin at once to make preparation for exercises worthy of the day. Let the pupils be encouraged to begin a movement among themselves. The executive committee, appointed by the Department of Superintendence, will soon issue an "Official Message to the Scholars" asking them to urge that their schools be made the centers of the local celebrations. Let no efforts be spared to arouse the enthusiasm of the pupils and to cause them to feel that they are the leaders in this movement.

The local press will be the most valuable and necessary support in the enterprise. If the school is to be the center of the local celebration, there must be a willing combination of interests around the school. The veterans should in all cases join in the procession with the school children. Military, civic and religious organizations should be invited to lend their aid.

Another necessary part of the preparation is the schoolhouse flag. Arbor Day would be an excellent occasion for raising the flag over every school where it has not as yet floated. If the procuring of the flag seem a difficult task to any teacher, he is advised to write the chairman of the executive committee of the public school celebration, who will furnish practical suggestions whereby the flag money may be easily and appropriately raised. (Address Francis Bellamy, of "The Youth's Companion," Boston, Mass.)